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ABSTRACT

Investigating the reading habits of adults in Egypt, East Africa, a study examined 294 Egyptians (233 males and 61 females) in post-secondary education in Cairo, and in the industrial cities of Shopra El-Khema, and Impapa, El-Giza. Marital status, sex, and occupation were used to group the subjects. Subjects completed a 29-item questionnaire covering five reading habits categories--satisfaction with reading, types of material read, reading efficiency, ease and availability of obtaining reading materials, and impact of environment on reading. Results indicated that more married than single, and more males than females, read religious materials. Significant differences were also reported between males and females, and between white collar and professional subjects, regarding their reading habits. Findings from this study were compared with a reading habits study of 59 adult subjects in Senegal, West Africa. Comparison showed that both Senegalese and Egyptian subjects would like to read better, liked to read, read newspapers often, enjoyed reading fiction, would like to take a course to improve their reading, and retained most of what they read for a reasonable period of time. (Ten tables of data are included, and a reading habits questionnaire and 11 references are appended.)  
(MM)

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## Reading Habits

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## Reading Habits of Adults in Egypt

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### Abstract

The purpose was to investigate reading habits of adults in Egypt, EAST AFRICA. Two hundred ninety-four Egyptian subjects were the participants. Questionnaires were used to collect demographic and reading habits data from the subjects. Chi-square and percentages were used to analyze the data. Results from this study were compared with a reading habits study of adult Senegalese subjects. Both studies indicated that Senegalese and Egyptian subjects would like to read better, liked to read, read newspapers often, enjoyed reading fiction, would like to take a course to improve their reading, and retained most of what they read within a reasonable period of time.

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### Reading Habits of Adults in Egypt

Educators know that when they understand their subjects' interests, habits, needs, ideas, and so on they are much better prepared to influence the learning of those subjects. Often in adult education programs we find teachers instructing adults who lack the appropriate instructional preparation in approaches to teaching adults as well as the basic knowledge regarding adult habits, needs, and ideas. The field of adult education is striving to ensure that its educators become more knowledgeable about the adults that they teach. Particularly, in North America where faculty provide teacher preparation programs for developing countries' educators and students: faculty

...however dedicated and well-intentioned, lack... the knowledge to provide truly relevant and useful programs.

...those teaching should frequently and for sustained periods of time, visit countries from which they draw their students and maintain professional contacts...

so that they are better equipped to teach... students...

(Final report: Fourth international ..., March 1985, p. 35)  
from developing countries. As related to adult education, programs should be designed to take into account the fact that adults enter education from very diverse backgrounds

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with a wide range of life experiences and learning needs and therefore should be designed specifically with adults' needs, interests and learning styles in mind (Final report: Fourth international ..., March 1985, p. 65).

One purpose in this paper was to provide insight into reading habits and reading interests of adults in two developing countries: Senegal, WEST AFRICA and Egypt, EAST AFRICA. Low literacy rates in those countries provided the impetus for exploring their reading habits and their reading interests. Estimated literacy levels for Senegal and Egypt were 10% and 40% respectively (The World Factbook, 1986).

Whereas information regarding Senegal's literacy status, that included an overview of its educational system and an exploration of Senegalese adult reading habits have been summarized from a previous study (Scales & Burley 1984), a summary of Egypt's literacy status, that includes an overview of its educational system and a survey of Egyptian adult reading habits are presented in this paper. Following the summary and the survey is a section that discusses major findings from the Senegalese and the Egyptian studies.

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Scales and Burley (1984) studied the reading habits of college and adult subjects in Senegal. Included in their study was a review of Senegal's educational system. It has an elementary, two secondary, a vocational and a university level of study. Several factors that were noted as having a negative impact on that system were: (1) School language -- children had to spend about 50% of their time learning the French language. (2) School curriculum -- it was influenced by the French model of education, heavily. (3) Expatriated faculties -- large numbers of faculty were Frenchmen who perpetuated France's system of education. (4) School availability -- schools were not accessible to large numbers of children. (5) Insufficient finance -- there has not been enough money to support education for most of the people.

Fifty-nine male and female subjects whose ages ranged from 16 to 45 participated in the study. Their educational levels ranged from secondary school to post graduate study. Subjects were grouped as married and single, and as traditional and non-traditional students. All subjects were attending classes at the Centre Cultural Americain in Dakar, Senegal.

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Subjects responded to a 15 item written questionnaire that questioned them about their "satisfaction with reading, types of material read, perceptions of reading efficiency, and ease and availability of obtaining reading materials" (p. 123). Data from the questionnaire were subjected to chi-square analysis to determine differences between subjects (married and single, and traditional and non-traditional). No differences were found. However, data inspected by categories for practical differences (3/4 or more of the subjects answered yes to an item) among responses of subjects showed preferences in their satisfaction with reading, types of material read, and reading efficiency. Specifically, results indicated that subjects would like to read better, that they enjoyed reading, that they read newspapers often, that they would take a course to improve their reading, that they enjoyed reading fiction and nonfiction, and that they retained most of what they read within a reasonable period of time (Scales & Burley, 1984).

A report by the Specialized Committee of Adult Education (1983) indicated that latest statistics -- which was 1977 -- estimated literacy in Egypt to be around 47% for those individuals between 15 and 50 years of age. Forty percent was

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the estimated literacy level reported in The World Factbook (1986); no age designation was given. That suggests an illiteracy level that ranges from 53% to 60% of the 50 million Egyptians. Of that 50 million, an estimated 22 million cannot read or write above the fourth grade level.

In spite of the Egyptian authorities' efforts to fight illiteracy for many years, hardly any percentage decrease has occurred within the last 20 years. This very slow decrease is related to the educational system, the curricula, and some social and economic factors.

The National Egyptian educational system (National Center for Educational Research, 1984) has several components. First is the basic compulsory education that consists of six years of elementary school and three years of academic or vocational preparatory education. At the end of the elementary and preparatory levels students must pass a final examination in order to proceed to the next level (Sorour, 1977). Second is the secondary education stage. That stage includes three years general secondary schooling (high academic); three or five years technical secondary schooling (industrial, agricultural, commercial, administrative and serviceable); and five years in teacher preparation institutions that prepare teachers to teach at

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the primary level. Certificates are awarded after successful completion of the secondary program and the national examination. Third, a university or college education requires four to seven years of education depending on the type of college and area of specialization. For example: the College of Arts and Science requires four years of education, the College of Engineering requires five years, and the College of Medicine requires seven years. All universities and colleges have such graduate education programs as M.A., M.S., and Ph.D. Programs are different in content and required number of years of attendance.

Parallel to the National Egyptian System of education is the El-Azhar educational system. El-Azhar's purpose is to teach Islamic religious studies and to teach academic and vocational studies. El-Azhar's system contains six years of elementary, four years of preparatory, four years of secondary, and four to seven years of University education. El-Azhar attracts a number of foreign students from Asia and other African countries. Their primary interest is in learning the Arabic language, studying Islamic subjects, and conducting research in those areas.

Examinations are the same in the two systems of education. For each student, a final examination at the end of an academic year represents 60% of their grade and several periodic tests

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during the academic year represents 40% of their grade. At the end of every educational level a final examination constitutes 100% of their grade irrespective of tests taken during the year. Some colleges within universities are using two terms or two semesters per academic year. Hence, examinations are administered at the end of each term or semester.

Outside of the traditional educational system are educational types that have been introduced for social and environmental conditions. Among them are language schools, schools for the gifted and handicapped, and specific schools.

The educational system in Egypt seems to be suffering from insufficient finances. Evidence of this may be noted from their poor physical facilities. At times students at all levels are crowded into old as well as relatively new buildings. Some of the buildings are without furniture and others have broken desks and windows. Teachers are not abundant. Many of those who are available are poorly prepared to teach.. All children between the ages of five and seven must be enrolled in the first elementary grade of the basic education curriculum. Although parents are forced to send their children to school, thousands of children cannot find a place in either public or private schools. Additionally, the drop-out rate in elementary school is high.

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Seemingly, this coincides with the Trends and Projections . . . (1983) report. Estimated from the data available in that report was that less than eight out of ten pupils starting school around 1978-1979 would reach grade four in 82 developing countries. In Egypt thousands of students drop-out because they find school uninteresting, teachers seem to be unprepared to teach, and curricula seem to be unrelated to high income. Opposite to staying in school is the incentive to drop-out and become hand-workers. Hand-workers may have significantly higher incomes than university graduates. Knowledge of this difference in income seems to stimulate youth to want to become hand-workers, therefore, they drop-out of school.

### Problem

Adults from an East African country were the subjects. The adults' perceptions of their reading habits and interests were to be investigated. Specifically, the purpose of the study was to use five reading habits categories (satisfaction with reading, types of material read, reading efficiency, ease and availability of obtaining reading materials, impact of environment on reading) to explore differences within the Egyptian subjects' groups.

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### Method

#### Subjects

Two hundred thirty-three Egyptian males and 61 Egyptian females participated in this study. Mean age for males was 21, females 23.5, married males and females 30.5, and single males and females 19. When grouped as industrial subjects their mean age was 17, as city subjects their mean age was 25. Married males comprised 15.6% of the subjects, single males 63.6%, married females 7.2%, and single females 13.6%. Educationally, 40.5% were enrolled in vocational training centers, 8.8% had graduated from commercial secondary schools, 25.9% were enrolled in colleges, 10.5% had graduated from college and were employed in government offices, and 14.3% had completed post graduate study.

Geographically, 60% of the subjects lived in the city of Cairo where the population is over 10 million. In that city can be found various socio-economic levels, various classes of people, and persons working at different types of jobs. Forty percent of the subjects lived in industrial areas that include Shopra El-Khema and Impapa, El-Giza. Large size factories employ people in those areas. Middle-class represents the socio economic level in that

status, sex, and occupation were used to group the

subjects.

Instrument

Items for the Reading Habits Questionnaire (RHQ) were, in part, compiled from the Reading Habits (Scales and Burley 1984) instrument and from the Reading Attitudes Questionnaire (Youssef and Hamshari 1981). RHQ was untimed. There were 29 items. Responses to the items were either yes (positive) or no (negative). One item was open-ended. All items except the open-ended one were clustered into five categories. The categories were: (1) satisfaction with reading -- it revealed current reading status, (2) types of material read -- it included reading of newspapers, religious material, etc., (3) reading efficiency -- it included levels of competence in reading, (4) ease and availability of obtaining reading materials -- it included borrowing and purchasing (Scales and Burley 1984), and (5) impact of environment on reading -- it included places where reading material can be found (Youssef and Hamshari 1981). The open-ended item asked respondents to list topics that described types of material that they preferred to read.

Items A through F on the questionnaire requested such demographical information as sex, marital status, occupation, age, and education.

Limitations

Instruments designed to gather information regarding satisfaction with reading, types of material read, reading efficiency, ease and availability of obtaining reading materials, and impact of environment on reading were not evident among the literature perused. Therefore, RHQ was designed for this particular study.

Design

A summarization of Senegalese adult reading habits was reported from a prior study. Egyptian adults participated in one observation to record their perceptions of their reading habits on 28 items of the RHQ inventory as either yes or no. They used item 29 to list their topics of reading interests. Groups were established as marital and sex (married, single, male, female) and occupation (white collar (WC), professional, WC married, WC single, WC males, WC females). For marital and sex, hypotheses 1 and 2; and for occupation, hypotheses 3, 4, 5, and 6 point up the pertinent issues to the problem. Specifically, null hypotheses were used to guide the organization and analyses of the study as we explored the perceptions of Egyptian subjects reading habits. Following each hypothesis is a presentation of the analyzed data from 28 items of the RHQ inventory. Data from item 29 has been

presented in the findings section of this paper.

### Procedures

1. The Reading Habits Questionnaire (RHQ) that was used with Egyptian subjects was developed by the authors. Items were compiled from Scales and Burley (1984) and Youssef and Hamshari's (1981) instruments. RHQ was translated into Arabic for use by Egyptian subjects. (see Appendix).
2. Permission to collect reading habits data from Egyptian subjects was obtained from the Ministry of Industry, the College of Tourism and Hotels, and El-Azhar University. Sites were three randomly selected Centers for Vocational Training, the College of Tourism and Hotels, and El-Azhar University. Two classes of students in each Center for Vocational Training were chosen at random as subjects for this study. Students at the College of Tourism and Hotels were found at the garden in groups. They were selected at random as subjects. At El-Azhar University government employees were chosen at random as subjects. At each institution, purposes of the study and the questionnaire were explained to the dean, the teachers, and the subjects by one of the authors. All selected subjects filled out the

questionnaire.

3. Even though it took approximately 20 minutes for the Egyptian subjects to fill out the questionnaire, it took approximately three months for the authors to collect data from the 294 subjects.

### Results

#### Analyses

Hypotheses 1, 3, and 5 were subjected to chi-square analysis. Significance was at the .05 level. Hypotheses 2, 4, and 6 were considered to be of practical significance by the authors when 3/4 or more of the subjects responded yes to an item. Data are presented by categories as satisfaction with reading, types of material read, reading efficiency, ease and availability of obtaining reading materials, and impact of environment on reading.

#### Hypothesis 1

No statistically significant differences will be found between married and single, and between male and female subjects regarding their perceptions of their reading habits (PRH).

#### PRH Data: Chi-Square

The PRH data were analyzed by chi-square. Of the 28 items, a statistical significant difference ( $\chi^2 = 16.198$ ) between married and single subjects was revealed for item 7 with 1 df at  $p < .05$

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level. No significant differences were found for other items. Significant differences were reported between males and females for items 1, 4, 6, 9, 14, 15, 26, and 28 (see Table 1).

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Insert Table 1 about here

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### Hypothesis 2

Practical significant differences would not be found in the responses of married and single, and male and female subjects regarding perceptions of their reading habits.

#### PRH Data: Practical Significance

Satisfaction with reading. Of the five items (1, 2, 3, 4, 28) that made up this category, practical significant differences were reported for items 2, 3, and 28 (see Table 2). All groups reported that they would like to read better and that they enjoyed reading. Married, single, and male groups reported that they would like to take a reading course to improve their reading.

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Insert Table 2 about here

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Table 1

Chi-Square Values for Significant Differences (Male versus Female)

Items	$\chi^2$ Values	Significant Difference
1	5.468	Yes
4	4.143	Yes
6	19.513	Yes
9	14.448	Yes
14	14.657	Yes
15	8.061	Yes
26	14.074	Yes
28	10.648	Yes

degree of freedom = 1  
significance level = .05

Table 2

Satisfaction with Reading for Married, Single, Male, and Female

	Married		Single		Male		Female	
	Yes	No	Yes	No	Yes	No	Yes	No
Item 2	85.9	14.1	93.7	6.3	94.4	5.6	93.4	6.6
Item 3	92.9	7.1	89.5	10.5	89.3	10.7	93.4	6.6
Item 28	80.7	19.3	76.0	24.0	77.3	22.7	*	*

\*indicates under 3/4 responded.

Types of material read. Of the five items (5, 6, 7, 8, 9) that made up this category, practical significant differences were found for items 5, 6, 7, and 9 (see Table 3). All groups reported that they read newspapers often. The female group reported that it enjoyed reading magazines and enjoyed reading works of fiction. Married and male groups reported that they enjoyed reading religious materials.

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Table 3

Types of Material Read for Married, Single, Male, and Female

	Married		Single		Male		Female	
	Yes	No	Yes	No	Yes	No	Yes	No
Item 5	87.7	12.2	86.1	13.9	85.4	14.6	90.2	9.8
Item 6	*	*	*	*	*	*	85.2	14.8
Item 7	94.7	5.3	*	*	75.0	25.0	*	*
Item 9	*	*	*	*	*	*	80.3	19.7

\*indicates under 3/4 responded.

**Reading efficiency.** Of the five items (10, 11, 21, 22, 23) in this category, a practical significant difference was reported by all groups for item 22. Specifically, 75.6% of the married group, 81.4% of the single group, 80.3% of the male group, and 80.3% of the female group reported remembering most of what they read within a reasonable period of time.

**Ease and availability of obtaining reading materials.** Six items (12, 14, 16, 24, 26, 27) made up this category. A practical significant difference was reported as 84.2% of the married group,

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as 82.7% of the single group, as 81.1% of the male group, and as 90.2% of the female group for item 24 only. The groups reported that they have reading material in their homes.

**Impact of environment on reading.** Of the seven items (13, 15, 17, 18, 19, 20, 25) that made up this category, practical significant differences were reported for items 18 and 25 (see Table 4). All four groups reported that they read text on the television screen and that they read at home.

Table 4

Impact of Environment on Reading for Married, Single, Male, and Female

	Married		Single		Male		Female	
	Yes	No	Yes	No	Yes	No	Yes	No
Item 18	82.4	17.6	81.0	19.0	79.0	21.0	90.2	9.8
Item 25	84.2	15.8	81.4	18.6	80.7	19.3	86.9	13.1

Hypothesis 3

There is no statistically significant difference between white collar (office workers and secretaries) and professional

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(graduate assistants and teachers at universities) subjects regarding their perceptions of their reading habits.

PRH Data: Chi-Square

The PRH Data were analyzed by chi-square. Of the 28 items, statistically significant differences were revealed for items 3, 10, 11, 12, 13, 18, 22, 25, and 26 between white collar and professional groups at  $p. < .05$  level (see Table 5).

Table 5

Chi-Square Values for Significant Differences (White Collar versus Professional)

Items	$\chi^2$ Values	Significant Difference
3	4.173	Yes
10	33.483	Yes
11	17.079	Yes
12	42.708	Yes
13	10.99	Yes
18	4.708	Yes
22	5.00	Yes
25	8.370	Yes
26	7.257	Yes

Degree of freedom = 1.  
Significance level = .05.

Hypothesis 4

Practical significant differences would not be found in the responses of white collar and professional subjects regarding their reading habits.

PHR Data: Practical Significance

Satisfaction with reading. Practical significant differences were found for white collar and professional subjects (see Table 6) for item 2 -- subjects would like to read better; item 3 -- subjects like to read; and item 28 -- subjects would like to take a course to improve their reading.

Table 6

Satisfaction with Reading for White Collar and Professional Groups

White Collar		Professional		
	Yes	No	Yes	No
Item 2	98.2	1.8	92.8	7.2
Item 3	93.0	7.0	100.0	0.0
Item 28	77.2	22.8	88.1	11.9

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**Types of material read.** Practical significant differences were found for items 5 and 7. Eighty-nine and one-half percent of the white collar and 93% of the professional subjects indicated that they read newspapers. Ninety-one percent of the white collar and 88% of the professional indicated that they read religious materials.

**Reading efficiency.** Practical differences were found for the professional subjects group only. For item 10, 97.6% and item 11, 83.3% indicated that their job required a lot of reading and required them to read. For item 22, 90.1% reported remembering most of what they read in a reasonable period of time.

**Ease and availability of obtaining reading materials.** Practical significant differences for the professional group were reported for item 12 (83.3%) and item 26 (92.2%). That group indicated that it did find material to read at work, and that it did use the library to obtain reading materials. For item 24, 86% of the white collar and 95.2% of the professional subjects reported that they had reading materials at home.

**Impact of environment on reading.** A practical significant difference was reported for item 18 (78.6% read text on the television screen) for the professional group. Item 25 showed differences for white collar (80.7%) and professional (100%)

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subjects. Both groups reported that they read at home.

### Hypothesis 5

No statistically significant differences will be found between white collar (WC) married and WC single, and between WC males and WC females perceptions of their reading habits.

### PRH Data: Chi-Square

Chi-square analysis of the PRH data revealed significant differences between WC married and WC single for item 9 ( $\chi^2$  with 1 df = 5.326) and item 18 ( $\chi^2$  with 1 df = 6.771) at the .05 level. Significant differences were also determined between WC males and WC females for items, 6, 9, 13, 14, 15, 16, 17, 18, and 23 (see Table 7).

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Insert Table 7 about here

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### Hypothesis 6

Practical significant differences would not be found in the responses of WC married, WC single, WC males, and WC females regarding their perceptions of their reading habits.

### PRH Data: Practical Significance

Satisfaction with reading. Of the 5 items in this category practical significant differences were found for WC married, WC

Table 7

Chi-Square Values for Significant Differences (White Collar Males  
versus White Collar Females)

Items	$\chi^2$ Values	Significant
		Difference
6	5.642	Yes
9	7.086	Yes
13	5.605	Yes
14	3.903	Yes
15	5.829	Yes
16	10.514	Yes
17	8.132	Yes
18	7.483	Yes
23	4.740	Yes

degree of freedom = 1  
significance level = .05

single, WC males, and WC females (see Table 8) for items 2, 3, and 28. Specifically, subjects would like to read better, they liked to read, and excluding the males group, all would like to take a course to improve their reading.

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Table 8

Satisfaction with Reading for WC Married, WC Single, WC Males, WC Females

	WC Married		WC Single		WC Males		WC Females	
	Yes	No	Yes	No	Yes	No	Yes	No
Item 2	97.2	2.8	100.0	0.0	100.0	0.0	96.9	3.1
Item 3	100.0	0.0	100.0	0.0	92.0	8.0	93.7	6.3
Item 28	77.8	22.2	76.2	23.8	*	*	81.3	18.7

\*indicates under 3/4 responded.

Types of materials read. Of the 5 items in this category practical significant differences were found for WC married and WC males (items 5, 7), WC single and WC females (items 5, 6, 7, 9) (see Table 9). All groups reported that they read newspapers and that they read religious materials. WC single and WC females reported that they also read magazines and that they enjoyed reading non-fiction.

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Table 9

Types of Material Read for WC Married, WC Single, WC Males, WC Females

	WC Married		WC Single		WC Males		WC Females	
	Yes	No	Yes	No	Yes	No	Yes	No
Item 5	88.9	11.1	90.5	9.5	96.0	4.0	84.4	15.6
Item 6	*	*	76.2	23.8	*	*	84.4	15.6
Item 7	97.2	2.8	81.0	19.0	92.0	8.0	90.6	9.4
Item 9	*	*	76.2	23.8	*	*	81.3	18.7

\*indicates under 3/4 responded.

Reading efficiency. In this category practical significance was reported for 1 of the 6 items for the WC females only. Specifically, for item 22, 78.1% of the group reported that they remembered most of what they read within a reasonable period of time and 21.9% reported that they did not remember within a reasonable period of time.

Ease and availability of obtaining reading materials. Six items constituted this category. Practical significance was

reported for item 24 only. Eighty-one percent of the WC married, 95.2% of the WC single, 84% of the WC males, and 87.5% of the WC females reported that they have reading materials in their homes.

**Impact of environment on reading.** Of the 7 items in this category, practical significance was reported for items 18 and 25. For item 18, 88.9% of the WC married and 90.6% of the WC females reported that they read from the television screen. For item 25, 75% of the WC married, 90.5% of the WC single, 80% of the WC males, and 81.3% of the WC females reported that they read at home.

**Findings from Egyptian Subjects**

**Marital and Sex Groups**

1. There is a reported significant difference between married and single subjects regarding the reading of religious materials. Furthermore, more married than single, and more males than females indicated that they read religious materials.
2. Significant differences were reported between males and females regarding their satisfaction with current reading behavior, their allotting of their time for reading, their reading of magazines, their reading of fiction, their finding reading material at Mosques, their borrowing reading

materials from libraries, and their taking a reading course to improve their reading. In addition to the significant differences, at least 75% of married, single, and male groups indicated that they would like to take a reading course to improve their reading.

3. Seventy-five percent or more of all groups indicated that they would like to read better than they do now, that they liked to read, that they read newspapers, that they remembered most of what they read within a reasonable period of time, that they have reading materials in their homes, that they read in their homes, and that they read text on the television screen. Furthermore, only the female group indicated that it enjoyed reading magazines and works of fiction, whereas married and male groups reported that they enjoyed reading religious materials.

#### Occupational Groups

1. Significant differences were reported between white collar and professional subjects regarding their like for reading, their job requiring a lot of reading, their reading anything for job, their finding anything to read at work, their reading at work, their reading text on the television screen, their remembering most of what they read in a reasonable

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period of time, their reading at home, and their using the library to obtain reading materials. Furthermore, more white collar than professionals indicated that they read religious materials.

2. Seventy-five percent or more of white collar and professional groups indicated that they would like to read better, that they liked to read, that they would like to take a course to improve their reading, that they read newspapers, that they read religious materials, and that they read at home. Further the professional group indicated that a lot reading was required on the job, that most of what was read was remembered, that the library was used to obtain reading materials, and that text was read from the television screen.
3. A reported significant difference did occur between the WC married and WC single groups regarding their enjoyment of reading non-fiction and their reading from the television screen.
4. Significant differences were reported between WC males and WC females regarding their reading of religious material, their reading of fiction, their reading at work, their finding reading material at the Mosques, their reading at Mosques, their finding reading material at health centers or

hospitals, their reading at health centers or hospitals, their reading text from the television screen, and their like for reading to other people.

5. Seventy-five percent or more of all groups indicated that they would like to read better, that they liked to read, that they read newspapers and religious materials, that they had reading materials in their homes, and that they read at home.

Topics that Subjects Prefer

In response to item 29 where subjects listed topics that they preferred as reading material, 62 married and 225 single, 228 males and 59 females, 52 white collar and 40 professional, 32 WC married and 20 WC single, and 22 WC male and 30 WC female subjects (remaining subjects either did not report or were classified as enrolled in educational centers) reported the 26 topics listed in Table 10. Also, the percentage of subjects by groups who reported are listed there. Additionally, Table 10 shows that over 50% of all groups indicated religion as a preference. Novels received the second highest rating with over 50% of 7 groups' report. Over 50% of two groups each reported poetry, and over 50% of another group reported technology as their reading preference.

Table 10

Topics and Percentages of Subjects

	Married (62)	Single (225)	Males (228)	Females (59)	White Collar (52)	Professional (40)	White Collar Married (32)	White Collar Single (20)	White Collar Males (22)	White Collar Females (30)
Novels	45.2	50.6	46.5	61.0	57.7	22.5	59.4	55.0	59.0	56.7
Arts	13.0	5.0	6.6	6.8	5.8	15.0	6.3	5.0	-	10.0
Poetry	29.0	23.0	16.7	54.2	40.4	10.0	43.8	35.0	22.8	66.7
History	24.0	24.0	26.0	17.0	23.0	22.5	21.9	25.0	45.5	6.7
Tourism	1.6	17.8	13.6	17.0	7.7	2.5	-	20.0	18.2	-
Metaphysics	-	4.0	2.2	6.8	-	-	-	-	-	-
Fictions	8.0	13.0	7.0	30.5	13.5	2.5	15.6	10.0	4.5	20.0
Animal World	1.6	2.7	2.6	1.7	1.9	-	3.1	-	4.5	-
Religion	74.0	53.0	58.8	52.5	75.0	70.0	71.9	80.0	72.7	76.7
Politics	32.0	29.8	32.0	23.7	27.0	30.0	31.3	20.0	18.2	33.3
Social Subjects	30.6	32.0	33.3	25.4	36.5	20.0	43.8	25.0	27.3	43.3
Sex	6.5	4.0	3.5	8.5	5.8	2.5	9.4	-	9.0	3.3

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Table 10 (continued)

	Married	Single	Males	Females	White Collar	Professional Married	White Collar Married	White Collar Single	White Collar Males	White Collar Females
Mathematics & Science	13.0	6.2	8.3	5.1	9.6	27.5	3.1	20.0	9.0	10.0
Nutrition	8.0	4.0	5.7	11.9	13.5	2.5	15.6	10.0	4.5	20.0
Psychology	21.0	5.0	8.3	8.5	17.3	30.0	15.6	20.0	22.8	13.3
Philosophy	8.0	4.0	4.4	6.8	5.8	10.0	3.1	10.0	4.5	6.7
Economics	4.8	2.2	2.6	3.4	7.7	2.5	6.3	10.0	13.6	3.3
Technology	95.0	10.7	10.0	17.0	25.0	2.5	25.0	25.0	41.0	13.3
Music	9.7	1.8	4.0	1.7	1.9	20.0	-	5.0	-	3.3
Sports	4.8	29.3	28.0	8.5	5.8	2.5	6.3	5.0	13.6	-
Literature	17.7	16.4	16.7	17.0	19.2	7.5	28.0	5.0	31.8	10.0
Education	22.6	2.3	6.6	8.5	15.4	30.0	21.9	5.0	13.6	16.7
Languages	3.2	0.4	0.4	3.4	5.8	-	6.3	5.0	4.5	6.7
Legislation	4.8	-	0.4	3.4	5.8	-	9.4	-	4.5	6.7
Health & Medicine	13.0	-	0.9	13.6	19.2	-	25.0	10.0	9.0	26.7

### Discussion and Conclusion

Common problems noted within the Senegalese and Egyptian educational systems are that there is a need for sufficient funds to finance their systems, that the curricula does not seem to necessarily correspond to the needs of the people, that there are not enough schools to accommodate the populations, and that many teachers seem to be either unprepared as teachers or nescience of the cultures where they teach.

In 1975 the enrollment ratio for girls ages 6 - 23 in Egypt was reported as 30% to less than 40%, and in Senegal as 10% to less than 20%. For boys of the same age group in Egypt it was 50% to less than 60%, and in Senegal 20% to less than 30% were reported as their enrollment ratio (Comparative Analysis of Male and Female ..., April 1980). Reasons for such low enrollments may be due to the lack of schools, inappropriate curricula, and underprepared teachers. An additional reason may be due to the shortage of books in the countries. An international survey of book production during the last decades (No. 26, Statistical Reports) indicated that Egypt published 1,037 books in 1955; 3,335 in 1965; and 1,486 in 1976 for its population. On the other hand statistics for Senegal indicated no data for 1955; 67 books published in 1960; no data for 1965; and 47 books published in

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1976 for its population. Low book production rates were attributed to the paucity of funds to finance the book industry, lack of experienced educational writers and illustrators in Africa, low purchasing power of the populations, and a multiplicity of languages in most African countries. Problems with book production has necessitated the importation of books from developed countries. Such books, written not necessarily for Senegalese and Egyptian populations, are used to educate them.

Results from the Senegalese (Scales & Burley, 1984) and Egyptian studies noted that both sample groups would like to read better, liked to read, read newspapers often, enjoyed reading fiction, would like to take a course to improve their reading, and retained most of what they read within a reasonable period of time. Preparation to respond to their reading preferences, by educators, would necessitate that they become knowledgeable of the needs and interests of the people in those countries. Additionally cognizance of political situations that may impede educational endeavors must be recognized. Hence, attempting to fulfill their reading and/or writing needs should be considered as one factor that is relevant to the improvement of their social, economic, cultural, and civic conditions. Improvement may occur within the rubric of literacy programs (The struggle against ... 1983).

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Youssef and Hamshari (1981) studied reading habits of young people (primary, preparatory, secondary) in the Cairo and Giza educational zones. Among the findings were that their reading preferences included reading newspapers, magazines, novels, poetry, history, biographies, riddles and games. Percentages of the 894 subjects in their study who selected the reading preferences ranged from 20% to 53%. Negative factors that seem to have contributed to the development of such low percentages were: (a) the concept of learning -- memorization and recitation seem to be the dominate approach, thus not allowing for inferential activities that could increase reading comprehension. (b) The lack of in school-libraries services -- few exist and they are generally understaffed. (c) The lack in suitable reading materials --beyond textbooks that respond to prescribed syllabi, little or no effort has been made to produce free reading or trade books. (d) The soaring prices of books -- inflation has been among the factors responsible for reducing the purchasing power of the Egyptian family's income, therefore books were not considered a priority. Results from their study like the results from the studies contained in this paper suggested a need for literacy programs.

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Over 50% of all groups in the current Egyptian study reported religious material as their reading preference, 7 groups reported novels, 2 groups reported poetry, and one group reported technology. A recommendation is that whenever literacy programs are planned for Senegalese and Egyptian students or literacy programs are planned for educators in Senegalese and Egyptian preparation programs, that the above findings be considered as a part of the plan.

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APPENDIX

READING HABITS QUESTIONNAIRE

DIRECTIONS: Fill in the appropriate spaces for items A through F.

A. \_\_\_\_\_ or \_\_\_\_\_ B. Sex: Male \_\_\_\_\_

Female \_\_\_\_\_ (city) (industrial)

C. Married \_\_\_\_\_ Single \_\_\_\_\_

D. Your occupation is \_\_\_\_\_ E. Your age is \_\_\_\_\_

F. EDUCATION (Check the highest level attained.)

Enrolled in elementary school \_\_\_\_\_ Completed elementary school \_\_\_\_\_

Enrolled in vocational preparatory \_\_\_\_\_

Complete vocational preparatory \_\_\_\_\_

Enrolled in secondary \_\_\_\_\_ Completed secondary \_\_\_\_\_

Enrolled in technical secondary \_\_\_\_\_ Completed technical secondary \_\_\_\_\_

Enrolled in teacher training \_\_\_\_\_ Completed teacher training \_\_\_\_\_

Enrolled in college \_\_\_\_\_ Completed college \_\_\_\_\_

Enrolled in post graduate \_\_\_\_\_ Completed post graduate \_\_\_\_\_

G. DIRECTIONS: Please circle Y for yes or circle N for no.

Y - N 1. Are you satisfied with the way you read now?

Y - N 2. Would you like to read better than you do now?

Y - N 3. Do you like to read?

Y - N 4. Are you too busy to read?

Y - N 5. Do you read newspapers?

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Y - N 6. Do you read magazines?

Y - N 7. Do you read religious materials?

Y - N 8. Do you enjoy reading non-fiction such as diaries, essays and biographies?

Y - N 9. Do you enjoy reading works of fiction such as short stories, novels and poetry?

Y - N 10. Does your job require a lot of reading?

Y - N 11. Does your job require you to read anything?

Y - N 12. Do you find anything to read where you work?

Y - N 13. Do you read at work?

Y - N 14. Do you find anything to read at the Mosque?

Y - N 15. Do you read at the Mosque?

Y - N 16. Do you find anything to read at the health centers or - hospitals?

Y - N 17. Do you read at the health centers or hospitals?

Y - N 18. Do you read anything on the television screen?

Y - N 19. Do television programs make you read anything afterwards?

Y - N 20. Does the radio make you read anything afterwards?

Y - N 21. Do you forget much of what you read quickly?

Y - N 22. Do you remember most of what you read in a reasonable period of time?

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Y - N 23. Do you like to read to other people?

Y - N 24. Do you have any reading materials at home?

Y - N 25. Do you read at home?

Y - N 26. Do you use the library to obtain reading materials?

Y - N 27. Do you buy most of your reading materials?

Y - N 28. If possible, would you take a reading course to improve your reading?

Y - N 29. List topics of material that you would prefer to read.